

Minutes
Illinois P-20 Teacher and Leader Effectiveness Sub-Committee
Audrey Soglin and Erika Hunt Co-Chairs
April 26th, 2016 Minutes
Room 551 DeGarmo Hall, Illinois State University
Bloomington, Illinois

In attendance: Josh Kaufmann (Teach Plus), Gretchen Lohman (IBHE), Cathy Mannen (IFT), Pam Reilly (P-20 TLE), Christian Rivara (Plainfield #202), Pam Rosa (Danielson Group), Darlene Ruscitti (DuPage ROE), Jane Russell (IFT), Aimee Adkins (ISU), Malinda Aiello (IBHE), Ashley Becker (ICCB), Meredith Byers (IEA), Christi Chadwick (Governor's Office), Brian Durham (ICCB), Michaela Fray (Quincy Public Schools), Carol Frericks (Quincy Public Schools), Lynn Gaddis (ILSTOY and ITLN), Erika Hunt (ISU), Jodi Hunt (IBHE), Debra Kasperski (ISU-NBRC), Amanda Winters (IBHE), Glenn Wood (Plainfield #202), Jessica Zander (New Leaders), Guy Banicki (ISU), Christian Rivara (Plainfield #202)

Welcome and Introductions

Erika Hunt started the meeting by welcoming everyone and thanking them for attending the meeting. She then went around the room and on the phone and had everyone do introductions.

Review of Work to Date

Erika shared the work that the committee has been involved in with dual credit since last November. In November 2015, the Illinois P-20 School College and Career Readiness Committee (SCCR) requested that the Illinois P-20 Teacher and Leader Effectiveness (TLE) Committee assist with facilitating conversations and making recommendations regarding how to incentivize more high school teachers to receive their certification or credential requirements in order to teach dual credit courses¹ in the high school. Dual credit courses taught in high school by high school teachers present no extra tuition costs to students; thus, increasing access and affordability for students to explore early college options. However a new policy set by the Higher Learning Commission (HLC), the accreditation body for most two-and four-year institutions in Illinois, requires that by September 2017, high school teachers in dual-credit courses, along with all instructional college faculty, must have a master's degree in the specialty they are teaching or they need at least 18 graduate-level credit hours within that specialty. The purpose of the TLE Committee's work was to explore what actions could be taken by the state and districts to get more high school teachers to receive the qualifications to teach dual credit courses in their schools and to pursue opportunities to teach these classes.

Collectively, the TLE Committee explored the landscape of what was happening in the field, including conversations with the HLC and active participation of the committee by representatives from the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE). Meetings and webinars included:

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- November 5th- Face to face meeting with Jon Furr from the P-20 SCCR Committee where he shared the intent of House Bill 477 with the TLE Committee members and outlined the scope of work that he wishes for us to engage.
- November 16th- Conference call with the P-20 SCCR Committee, NIU, IBHE and ICCB discussing next steps to begin our research work with P-20 TLE.
- December 14th- Dual Credit webinar for the P-20 TLE members on dual credit. Presentations from Jon Furr (P-20 SCCR), Brian Durham (ICCB), and Dan Cullen (IBHE) on an overview of what dual credit is, what work the ICCB has already done to prepare community colleges for the more rigorous requirements, the intent of HR477 and the credentialing of teachers to teach dual credit courses.
- February 2nd- Dual Credit webinar for P-20 TLE members to outline the accreditation requirements with dual credit. The first presentation was from IBHE and gave an overview of IBHE responsibilities and the connections to institutional accreditation by the HLC. The second presentation from HLC discussed the importance of dual credit quality and the accountability through accreditation.
- March 2016–Attendance by IBHE Delegation (including Glenn Wood) to the National Alliance of Concurrent Enrollment Programs (NACEP) Conference in Washington, DC.
- April 5th- Webinar by Glenn Wood that shared the results of P-20 TLE surveys.
- April 26th- Meeting with P-20 TLE members, IBHE, and ICCB to develop recommendations for dual credit. NACEP Executive Director, Adam Lowe, presented to the group on the Every Student Succeeds Act (ESSA) and dual credit.

In addition to meetings and webinars, the committee produced and disseminated cross-sectional surveys for teachers, principals, superintendents and school board members (see Appendix A for the survey questions from each of the four surveys). The draft questions for the survey were developed by Glenn Wood, a doctoral student at Illinois State University and Assistant Superintendent in Plainfield School District, and Pam Reilly, staff member of the P-20 Council TLE Committee. On December 15th, Glenn Wood and Pam Reilly met with a sample representation from the TLE committee, SCCR committee, ICCB, and IBHE to review and refine the surveys. The surveys were then validated by representatives of the Illinois Principals Association (IPA), the Illinois Association of School Administrators (IASA), the Illinois Association of School Boards (IASB), the Illinois Education Association (IEA), the Illinois Federation of Teachers (IFT) and the Illinois State Board of Education (ISBE) before distributing the surveys to their members. Zip codes were collected from the teacher, principal, and superintendent surveys in order to link data responses to geographic regions. Questions also solicited their name and contact information on a voluntary basis to allow for participation with a follow-up focus group if needed. The number of respondents for the surveys included:

- Teachers - 1098
- Principals - 85
- Superintendents - 193
- School Board Members - 281

The number of participants willing to participate in a follow-up focus group included:

- Teachers - 186
- Principals - 21
- Superintendents - 39
- School Board Members - 58

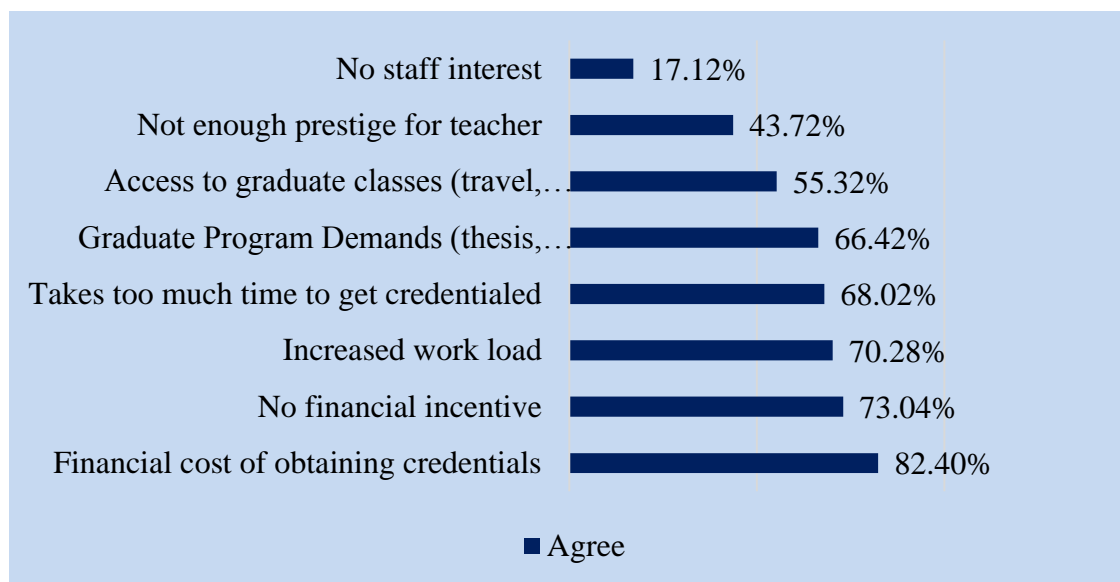
The survey results were very informative to understanding the perceptions of teachers, principals, superintendents, and school board members on the topic of teacher certification to teach dual credit courses.

Glenn Wood's Presentation on Results of the Dual Credit Surveys

Glenn Wood provided the group with an overview of the analysis he did with the dual credit survey results.

As shown in Chart 1, teachers identified barriers to the qualifications to teach dual credit courses with financial and time constraints the most common barriers.

Chart 1
Teacher Identified Barriers to Meeting Qualifications to Teach Dual Credit Courses



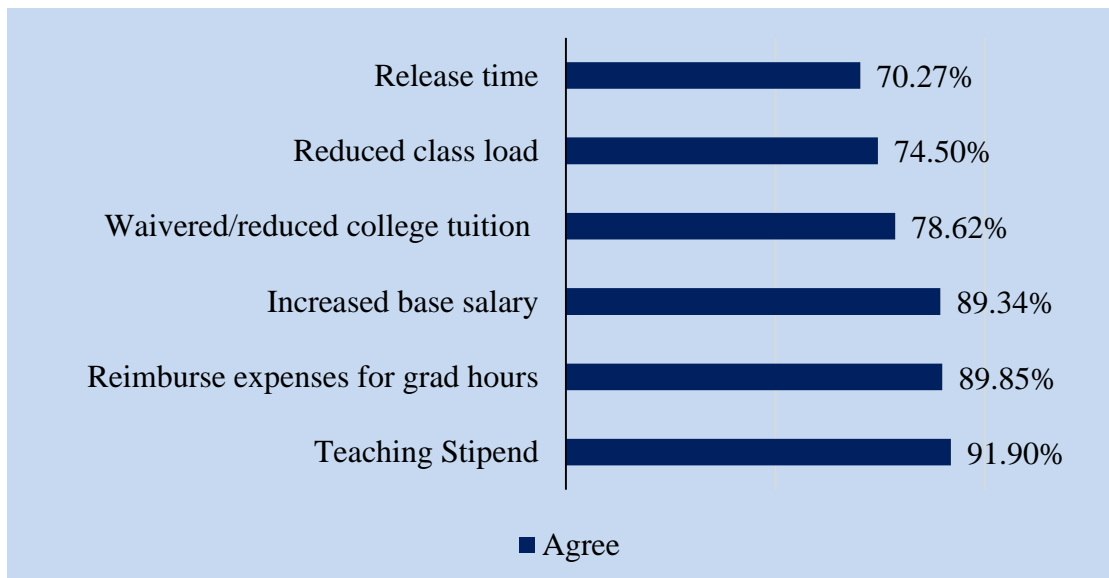
As shown in Chart 2, when teachers and principals were asked what additional benefits teachers received for teaching dual credit courses, the most common response was “none”.

Chart 2
Additional Benefits Received by Teachers for Teaching Dual Credit Courses

	Principals	Teachers
None	58.18%	46.21%
Can use the academic resources of college (access to articles, data-bases, etc.)	14.55%	13.63%
Tuition Waivers or reduced tuition from college partner	9.09%	9.12%
Annual teaching stipend	0.00%	6.16%
Can use the physical resources of the college partner (sharing equipment, library, etc.)	1.82%	11.26%
Reimbursement for expenses	3.64%	6.16%
Increased annual salary	9.09%	7.58%
Release time	0.00%	2.96%
One-time bonus	0.00%	1.54%
Decreased work load (fewer classes taught, smaller class sizes, etc.)	0.00%	3.32%

When asked what might be good incentives offered to teachers to help with meeting the qualifications to teach dual credit courses, several suggestions were given with the most common responses indicated in Chart 3

Chart 3
Teacher Identified Incentives to Meeting Qualification to Teach Dual Credit Course



Surprisingly, Chart 4 shows that the surveys revealed a high percentage of the survey sample (51% of superintendents and 59% of principals) reported they currently had teachers in districts or schools that were qualified to teach dual credit courses but were not teaching the courses. This raises the question as to why the teachers are not teaching the classes if they are qualified to do so, a question worth further exploration.

Chart 4
Are There Teachers Qualified to Teach Dual Credit Course but Currently Not Doing So



Shown in Chart 5, the teachers and principals surveyed did have some suggestions for benefits that might be seen as associated with teaching dual credit courses, something worth consideration when trying to incentivize teachers to get the qualification to teach dual credit or with teachers who have the qualification but are not teaching dual credit courses.

Chart 5
Identified Benefits to Teaching Dual Credit Courses

	Principals	Teachers
None	58.18%	46.21%
Can use the academic resources of college	14.55%	13.63%
Tuition Waivers or reduced tuition from college partner	9.09%	9.12%
Annual teaching stipend	0.00%	6.16%
Can use the physical resources of the college partner	1.82%	11.26%
Reimbursement for expenses	3.64%	6.16%
Increased annual salary	9.09%	7.58%

Release time	0.00%	2.96%
One-time bonus	0.00%	1.54%
Decreased work load (fewer classes taught, smaller class sizes)	0.00%	3.32%

While financial incentives, including teaching stipends and increased base salary, were ranked important for teachers, the primary fiscal responsibility for this lies with the districts according to the responses of our survey (see Chart 6).

Chart 6
Who Is Responsible for Paying Additional Benefits Received by Faculty Members in District Who Instruct Dual Credit Courses

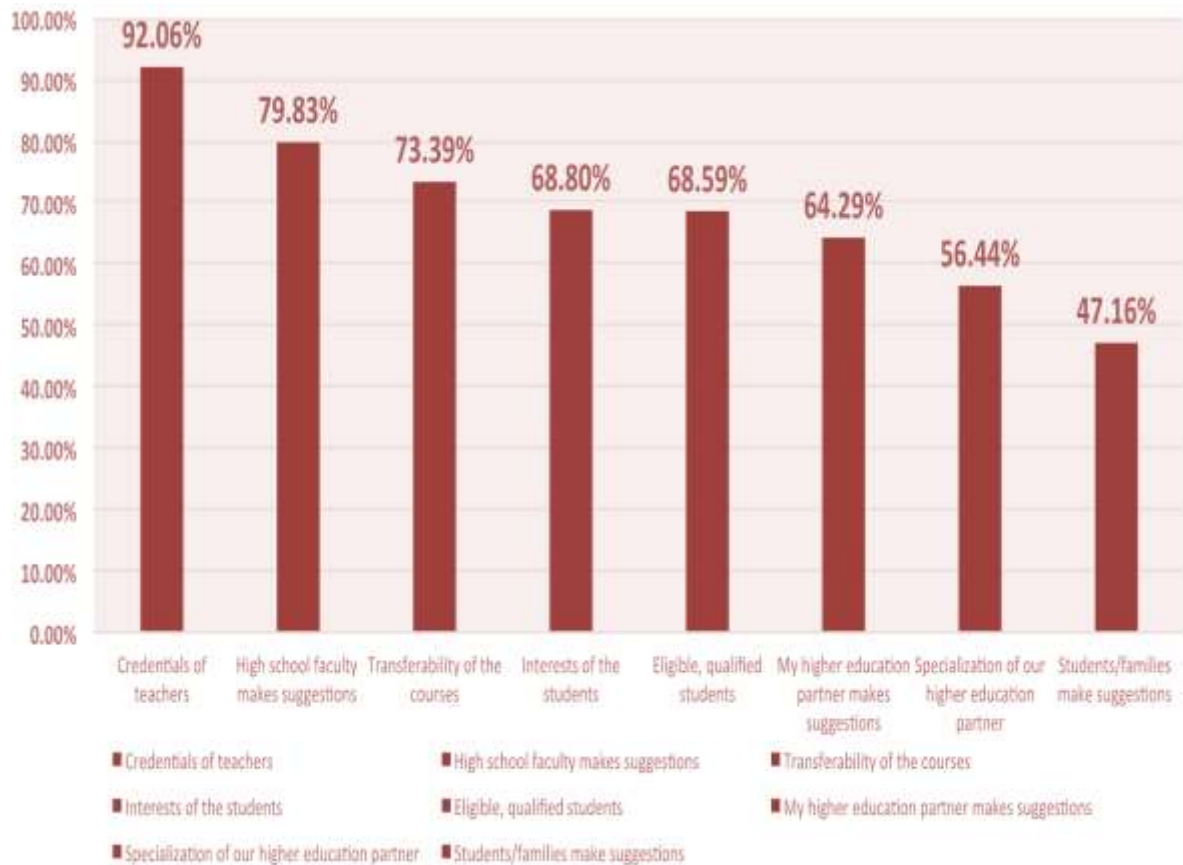
	School Board	Superintendents	Principals	Teachers
<i>School District</i>	<i>33.80%</i>	<i>55.6%</i>	<i>25.49%</i>	<i>9.74%</i>
Higher Education Partner	4.63%	16.7%	17.65%	4.51%
I don't know	26.39%	13.0%	29.41%	38.36%
Shared between the School District and the Higher Education Partner	4.63%	5.6%	5.88%	1.78%
Another Third Party	.93%	0.0%	0.0%	.12%

An overwhelming number of participants surveyed (see Chart 7) felt that their district was engaged in efforts to increase the number of students involved with dual credit courses. Yet according to superintendents surveyed, the credentials of teachers are the primary way in which the district determines which dual credit courses to offer (see Chart 8). If this is true throughout the state, then teacher qualifications are a major driver with the access of students to early college options in Illinois high schools.

Chart 7
District Efforts to Increase the Number of Students Involved in Dual Credit Courses

	School Board	Superintendents	Principals	Teachers
•Strongly Agree	<i>21.11%</i>	<i>54.84%</i>	<i>51.85%</i>	<i>12.42%</i>
•Agree	<i>39.20%</i>	<i>26.61%</i>	<i>29.63%</i>	<i>36.77%</i>
•Neutral	17.09%	9.68%	12.96%	16.27%
•Disagree	7.54%	2.42%	5.56%	9.57%
•Strongly Disagree	4.02%	4.84%	0.00%	7.20%
•Not Sure	11.06%	1.61%	0.00%	17.76%

Chart 8
Superintendents on How Districts Identify Which Dual Credit Courses to Offer



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Attached is the full presentation power point from Glenn Wood that was provided to our P-20 members.

Adam Lowe, NACEP Executive Director's Presentation

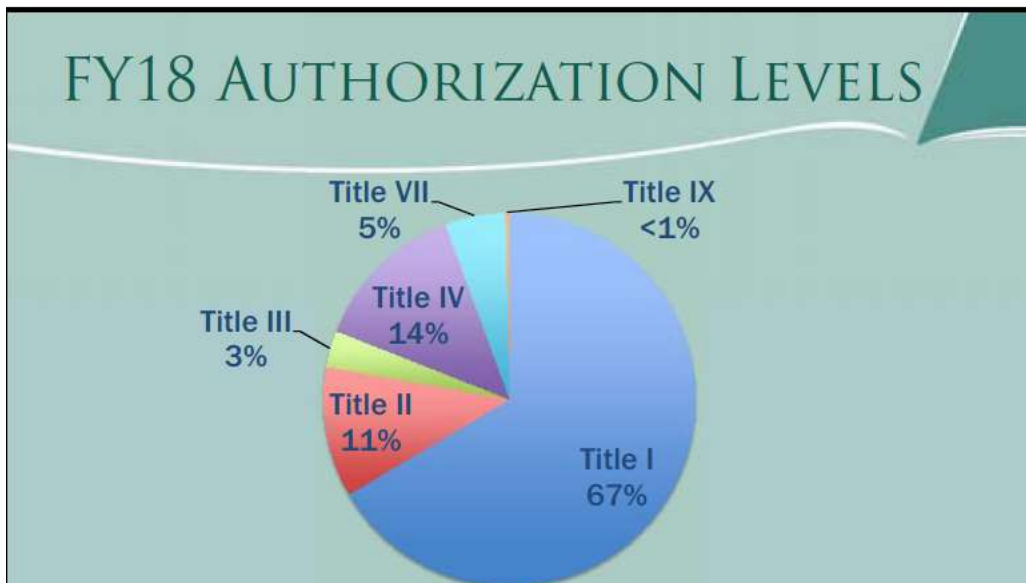
Adam Lowe from the National Association for Concurrent Enrollment Programs (NACEP) shared information on leveraging the Every Student Succeeds Act (ESSA) to support dual credit. Some key information that he presented included:

Timeline to ESSA implementation:

- Dec. 2015- Signed into law
- 2016-2017- Transition year
- 2017-2018- Full implementation

Roadmap to ESSA titles:

- I. Improving Basic Programs Operated by State and Local Educational Agencies
- II. Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders
- III. Language Instruction for English Learners and Immigrant Students
- IV. 21st Century Schools
- VIII. General Provisions



Opportunities for Illinois:

Develop system for reporting disaggregated dual enrollment data by high school

- Consider dual enrollment as an indicator in state high school accountability system
- Consider competitive preference in state professional development grants to prepare additional high school instructors to teach dual credit
- Utilize Title I, II, III, and/or IV grants to increase student participation and strengthen programs

Adam Lowe's full presentation is attached.

Recommendations for Dual Credit

The P-20 TLE Committee developed draft recommendations for dual credit based off of the findings from the cross-sectional surveys. The findings suggest Illinois must improve how it recruits, develops, places, supports and incentivizes teachers to become credentialed to teach dual credit courses. Additionally, the findings suggest that there are teachers qualified to teach dual credit courses but are not teaching these courses. Lastly, the findings suggest that districts need to take into consideration the qualification and

needs of their students to determine the gaps in courses offered in their districts. Monitoring data and needs of the students can help districts determine which dual credit courses need to be offered and which teachers are qualified to teach them. Monitoring data can also be helpful with identifying teachers qualified to teach dual credit courses but who are not and allow districts to explore strategies to address this. Below are our recommendations to support these findings.

Based on the dialogue of the committee members, they decided on the intent and language around three general recommendations:

Recommendation One: Provide incentives for high school teachers to obtain the academic degree or qualifications needed to teach dual credit classes at the high school level.

- ICCB should continue to provide grants that develop innovative pathways for teachers to meet the qualifications of higher education partners, yet that assure innovative pathways are still compliant with higher education accreditation requirements.
 - ❖ ICCB should identify and target regions of the state in most need for bringing dual credit opportunities to students and supporting teachers to meet accreditation requirements.
 - ❖ ICCB should document and report to P-20 Council the innovative strategies pursued by grantees to scale within other communities.
 - ❖ Share P-20 TLE Committee's survey bank to ICCB, IBHE, and ISBE to access focus group participants to explore options for barriers (e.g., workload demands of teachers, lack of financial incentives, etc.) faced with innovative pathway implementation.
- ISBE (in partnership with ICCB and IBHE) should explore strategies for how federal funds available in Title I, Title II, Title III, Title IV of ESSA may be used to support high school teachers in obtaining the necessary certification for dual credit classes. Innovative strategies that may be worth exploring include:
 - ❖ Priority for state to distribute funding to districts in most need (e.g., schools with limited dual credit options, few teachers with advanced degrees, etc.)
 - ❖ Explore how districts might use ESSA formula funding to financially support teachers in acquiring needed graduate courses/program contingent on the agreement to stay in district and teach dual credit courses for a specific time.
- The Illinois Student Assistance Commission (ISAC) should expand the eligibility of the Minority Teachers of Illinois grant program (MTI) to also allow for grants to cover the tuition and fees for courses help teachers obtain either a master's degree in the specialty or 18 graduate-level credit hours within the specialty to be qualified to teach dual credit courses. The grant should also stipulate that the recipient should teach at least one dual credit course in an Illinois school for each year of scholarship assistance received.

Recommendation Two: School districts should explore dual credit options with the pool of eligible teachers not currently utilized.

- P-20 CCSR Committee should further explore what district or state barriers may be preventing teachers who have the right qualifications to teach dual credit courses from teaching the courses.
 - ❖ Share P-20 TLE Committee's survey bank to P-20 CCSR Committee to conduct focus groups with participants in districts that identified that they had teachers qualified but not teaching dual credit courses.
 - ❖ Explore state and/or district policy recommendations based on focus group findings.

Recommendation Three: Explore the development and distribution of early college scorecards to district and school leaders to assist with early college curriculum and staff planning efforts to meet student demand. Definitions and cut scores for the scorecard should be consistent with appropriate regulations in the Dual Credit Quality Act. Appendix B provides an example of a mock-up based on Chicago Public Schools' scorecard model.

- Identify existing ISBE, ICCB or IBHE capacity (staffing and data capacity) to do this internally. If internal capacity does not exist, the agencies should explore the opportunity to select an outside vendor, such as done with the Illinois School Report Card, to compile scorecards and report to districts and schools.

Lunch 11:30-12:00

Deb Kasperski- National Board Professional Development Schools

What is a NBPD school?

It's a high quality job embedded, team-based professional learning where teachers assess their practice against the National Board Standards aligned to state initiatives and school/district goals.

What do the NBPD schools include?

1. Focus on two (of four) NB components each year.
2. Information and discussions on how to adapt curriculum to the shifts in the Illinois Learning Standards.
3. Opportunities to articulate teaching practices aligned with the Danielson Framework of Teaching.
4. Twelve PD cohort sessions held over 10 months.
5. School goals embedded into PD cohort sessions.
6. Ongoing support to cohort facilitator and school.

National Board Professional Development Schools/Districts

Each school cohort is supported by a school team which consists of an Administrator Leader, a NB Facilitator and a Teacher Liaison. With the support of the NBRC, the team coordinates their efforts to oversee the success of the program. Each cohort will be represented by a different school team.



Spreading NBCT



Board-certified teachers are leading the profession in countless ways—both in and outside of the classroom.

According to the ongoing NBCT Census:

- ✓ More than half of NBCT respondents (54%) are working as team leaders.
- ✓ More than a third (36%) are department chairs.
- ✓ 15% are staff developers and coaches.
- ✓ NBCTs are also serving as principals, superintendents, state government officials, state departments of education staff and college faculty

Did you know...Illinois has



- over 6,000 National Board Certified Teachers.
- NB Certified Teachers across preK-12 grades in all content areas. It is difficult to find this kind of consistent instructional expertise in the K-12 system.
- invested in Board –certification and now has the opportunity to use that investment to improve teacher practice across the state.
- been recognized nationally for the NBPD school model

Deb Kasperski's full power point presentation is attached.

Dr. Lynn Gaddis Building Career Continuums for Teachers

Research Study by Pearson and NNSTOY

Why this study?

- Time to build expertise in teaching
- 40-50% leave before expertise is built
- Management based on intrinsic motivation increases retention
- Career continuums foster intrinsic motivation: autonomy, mastery and purpose

Study Questions:

- What are the design features of effective career advancement models?
- What enabling conditions are needed to launch and sustain these models?
- What are the general principles for developing effective models?

Study Sites:

- Aspire Summit Charter Academy's College Ready Promise Initiative (Modesto, California)
- DC Lift (Washington D.C.)
- Knox County TAP Program (Knox County, Tennessee)
- Scottsdale Career Ladder Program (Scottsdale, Arizona)

- Southeast Polk Teacher Leadership and Compensation Initiative (Southeast Polk Community School District, Iowa)
- Seattle Career Ladder Program (Seattle, Washington)
- L.I.F.T. Opportunity Culture Initiative (Charlotte-Mecklenburg, North Carolina)

Design Features:

- Teacher Leader Roles, Eligibility Criteria, and Selection Process
- Opportunities for collaboration/released time
- Peer Coaching/Peer Evaluation
- Compensation
- Professional Development of Teachers and Teacher Leaders
- Teacher Voice in School Leadership

Enabling Conditions:

- Readiness
- Stakeholder involvement
- Leadership
- School Culture
- Funding sustainability

Key Lessons and Findings from Teacher Career Continuum Study:

Based on the diverse characteristics of the eight study sites, we believe such initiatives can be implemented in:

- urban, suburban, or rural districts;
- high poverty or affluent districts; and
- in school/districts both with and without a strong union presence.

Seven General Observations:

1. There are positive trends in the recruitment and retention of teachers
2. Creating time for teacher to meet and collaborate is essential and a challenge
3. There is more collegial interaction and shared responsibility for one's colleagues
4. We see evidence of a positive impact on teacher effectiveness and short-term learning outcomes
5. Teacher in leadership roles report greater job satisfaction
6. Teacher/administrator relations and the roles of principals change in positive ways, but present new challenges
7. There are significant challenges in sustaining teacher career pathway initiatives

Lynn Gaddis' full power point is attached.

Teacher Leadership Recommendations

Following the presentations by Deb Kasperski and Lynn Gaddis, the committee reviewed draft recommendations and decided on the context and language surrounding the following recommendations:

Recommendation One: Develop a formal arrangement for how to roll out teacher leadership in Illinois that connects and aligns the appropriate state agencies to P-20 Council TLE, Illinois Teacher Leadership Network (ITLN), IL-STOY, professional organizations, and other necessary partners both in and out of the state.

Recommendation Two: The P-20 Council TLE should work with its members to engage in a communication campaign with all of the stakeholders in PreK-12 and postsecondary education to inform them on what is teacher leadership and how to tailor teacher leadership supports to meet real-time needs. The overarching goal of the campaign should be to meet the goal of the Illinois Teacher Leadership Network (ITLN) to “change the culture so that everyone understands, recognizes, and promotes teachers as leaders”.

Recommendation Three: Collaborate with the ITLN Teach to Lead proposal to forge regional partnerships between PreK-12 and postsecondary to build local capacity for engaging teachers as leaders.

Recommendation Four: The P-20 Council TLE will further explore options that meet the varying teacher leadership needs of teachers, schools, and districts. This includes offering professional development options tied to a micro-credential aligned with the Model Teacher Leader Standards and Competencies.

Recommendation Five: The P-20 Council TLE will further explore options to build the micro-credentialing process (through stackable credentials) into university-based teacher leadership endorsement programs tied to the model Teacher Leadership Standards and competencies. In addition to opportunities for this integration, the committee will explore barriers that might be presented with this work, including national accreditation requirements as well as field based demand and understanding for the micro-credential structure. A framework for impact evidence tied to professional growth will also be explored.

Recommendation Six: The P-20 Council TLE will explore on a voluntary basis how National Board Certification participation can be granted for university-credit and tied into a teacher leadership endorsement program.

Next Steps:

It was recommended by Erika that we only focus on teacher leadership next year for our committee work. This past year we focused on two major topics of dual credit and teacher leadership, shared the Bellwether research and the Diverse Educator Pipeline. It was suggested that all of the P-20 subcommittees come up with recommendations around ESSA to share at the next P-20 Council meeting on June 13th in Chicago. Erika, Audrey, and Pam will be working on creating a framework around ESSA, including some guiding principals that can be shared with committee members prior to the June 13th P-20 Council meeting.